Spring 2019 Employer Satisfaction Survey

N=102 (All k-12 schools contacted), Total Responses *n* =24 (Response rate = 23.5%)

Participating Schools

School Location

Staten Island	19
Brooklyn	5

School Type

Elementary School	10
Middle/Junior High School	4
High School	5
Combination School (e.g., k-8, 1-12)	5

Employment during the last 2 years

CSI Graduates	
none	2
1	2
2	6
3-5	9
6-9	1
More than 10	2

Non-CSI Graduates	
none	1
1	3
2	3
3-5	3
6-9	3
More than 10	8

In what area?

CSI Graduates	
Early Childhood	2
Elementary	11
English	5
Mathematics	7
Social Studies	4
Science	3
Spanish	1
Italian	1
Special Education	9
ESL/ELL	4
Principal	1
Assistant Principal	1
Other	1

Non-CSI Graduates	
Early Childhood	3
Elementary	9
English	7
Mathematics	5
Social Studies	8
Science	8
Spanish	4
Italian	2
Special Education	13
ESL/ELL	6
Principal	4
Assistant Principal	6
Other	3
Physical Education	8

CAEP/InTASC Standards		Highly Effective	Somewhat Effective	Somewhat Ineffective	Highly Ineffective
How effective was the CSI teacher preparation program in preparing graduate's ability to…(*n*=22)					
Diversity	understand individual differences, diverse cultures and communities.	1 (5.2%)	17 (89.5%)	0 (0%)	1 (5.2%)
InTASC 2, Diversity	create inclusive learning environments that enable all learners (e.g., English language learners, students with disabilities) to meet high standards.	2 (10.5%)	13 (68.4%)	4 (21.1%)	0 (0%)
InTASC 3	create engaging and positive classroom environments that support collaborative learning and self-motivation.	7 (35%)	11 (55%)	2 (10%)	0 (0%)
InTASC 1	plan developmentally appropriate lessons and units.	6 (30%)	11 (55%)	3 (15%)	0 (0%)
InTASC 6	use multiple methods of assessment to provide feedback to learners and inform instruction.	4 (20%)	12 (60%)	4 (20%)	0 (0%)
InTASC 8	use multiple appropriate instructional strategies to support all learners.	3 (15%)	14 (70%)	3 (15%)	0 (0%)
InTASC 9	use classroom evidence (including data) and research to develop professional practice.	5 (25%)	12 (60%)	3 (15%)	0 (0%)
InTASC 10	collaborate with families, colleagues, other school professionals, and community members to ensure learner growth.	7 (33.3%)	12 (57.1%)	2 (9.5%)	0 (0%)
CAEP 1.5, Technology	integrate appropriate technology in learning experiences and assessments to engage learners and improve learning.	5 (25%)	14 (70%)	1 (5%)	0 (0%)

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CAEP 3.3	demonstrate professional dispositions.	8 (36.4%)	13 (59.1%)	1 (4.5%)	0 (0%)
CAEP 3.6	understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	9 (40.9%)	12 (54.6%)	0 (0%)	1 (4.5%)

Overall Performance and Capability: (*n*=10)

		Highly Capable	Somewhat Capable	Somewhat Incapable	Highly Incapable
	How would you rate CSI alumni's performance in relation to overall knowledge, skills, and dispositions that will enable them to have a positive impact on all learners?	4 (40%)	6 (60%)	0 (0%)	0 (0%)
	How would you rate non-CSI alumni's performance in relation to overall knowledge, skills, and dispositions that will enable them to have a positive impact on all learners?	6 (60%)	3 (30%)	1 (10%)	0 (0%)

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